



Virtual Campus

School of Languages and Literature

Wayland Baptist University Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

Course Name: ENGL 3303 VC01 Studies in English: The Imaginative Mind

Term and Year: Spring 2018

Full Name of Instructor: Jeff Ebbing

Office Phone and Email: 520-459-1610, jeff.ebbing@wayland.wbu.edu

Department Chair: Dr. Laura Brandenburg (brandenburgl@wbu.edu)

Office Hours, Building, and Location: By appointment

Meeting Time and Location: On-line/Blackboard

Catalog Description: Topics vary to include subjects, genres, or themes not exclusively covered in other English courses. May be repeated once when topics change.

Prerequisite: Advanced standing

REQUIRED READING LIST

Frankenstein; or, The Modern Prometheus	Mary Shelley
The Scarlet Letter	Nathaniel Hawthorne
The Metamorphosis	Franz Kafka
Selected Short Stories	Edgar Allan Poe
The Time Machine	H.G. Wells
The Strange Case of Dr. Jekyll and Mr. Hyde	Robert Stevenson

WANT TO SAVE MONEY???

Many of these books can be found for free online. If you wish, you may use electronic/reader copies of these texts to cut down on costs. Although I would recommend buying both

Frankenstein and The Scarlet Letter since you will be writing your essay on one of those books and you may want to use some of the additional material (criticisms, commentary, footnotes, etc) that comes with the hard copies.

OUTCOME COMPETENCIES: Although the outcomes may vary according to the topic(s) selected for the semester, upon the conclusion of this course students actively engaged in learning will be able to:

1. Describe the distinct characteristics of the subject, genre, or theme selected for the course, and demonstrate how the subject, genre, or theme is connected to major literary movements.
2. Connect major world events to the subject, genre, or theme selected for the course.
3. Demonstrate the ability to read critically and communicate persuasively about the works selected.
4. Discuss the overall topic for the course and suggest how this topic is represented in each of the select pieces.
5. Conduct research on a topic related to a select piece of literature, articulate and support a thesis, and follow through with appropriate documentation.

The more the student puts into the course, the higher his or her outcome competencies will be.

Attendance Requirements: Students will be required to participate in all discussions (usually via Blackboard) during the time frame specified for each week. This makes up a significant part of your grade.

** Because this is an online course and because we will not meet synchronously, your attendance for the course is largely dependent on your contribution to the discussion board's weekly topics and other participation grades. In keeping with the on-site attendance policy, failure to provide a full response for at least 75% of the discussion topics will result in an F for the course. **

Disability Statement: "In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations."

Plagiarism and Academic Dishonesty: Writing is a collaborative art. Working out ideas for your paper with an instructor, writing tutor, classmate, family member, or friend is encouraged not only for this class, but also for other classes that involve writing. Discussion and collaborative brainstorming are good. However, passing off another's writing or ideas as your own is plagiarism. It is unethical, it constitutes Academic Dishonesty (cheating), and it is sufficient grounds both for failure of a course and suspension from the university.

Common examples of plagiarism or academic dishonesty include the following:

- Copying any amount of text directly from an internet website, book, or other document without appropriate citation and synthesis into one's own discussion.
- Paraphrasing the ideas presented in any source or oral discussion without appropriate citation.
- Using the evidence and conclusions of any source as the controlling framework for one's own paper.

- Recycling work from a previous or current course, whether your own work or another student's work.
- Purchasing or otherwise downloading a paper from an internet website.

In some writing assignments, you will be expected to incorporate scholarly sources into your document. ALL OF THE FOLLOWING must be met to constitute appropriate citation of any source:

- Including MLA, Chicago, or APA parenthetical or note-style citation format as required by the instructor.
- Placing borrowed text directly from another source within "quotation marks."
- Introducing clearly another author's voice into the document by means of a signal phrase (an introduction of that author).
- Offering, in short, a clear distinction between one's own voice or ideas and those of any outside authors brought into the discussion.

Wayland Baptist University observes a ZERO TOLERANCE policy regarding Academic Dishonesty.

- Any suspected instance of academic dishonesty, including plagiarism, will first be evaluated by the instructor and discussed individually with the student.
- If the instructor determines that a student's actions constitute Academic Dishonesty, the case will be filed with the school dean (as determined by course prefix) and reported to the university executive vice president/provost, as per university policy. ALL CASES OF ACADEMIC DISHONESTY WILL BE REPORTED.
- Per university policy as described in the Wayland Academic Catalog, second offenses WILL RESULT IN SUSPENSION FROM THE UNIVERSITY.

Course Requirements and Grading Criteria:

➤ University Grading System

A	90-100%	I	INCOMPLETE**
B	80-89%	WP	WITHDRAWAL PASSING
C	70-79%	WF	WITHDRAWAL FAILING
D	60-69%	W	WITHDRAWAL
F	BELOW 60%		

**A grade of incomplete is changed if the deficiency is made up by midterm of the next regular semester; otherwise, it becomes "F". This grade is given only if circumstances beyond the student's control prevented completion of work during the semester enrolled and attendance requirements have been met. A grade of "CR" indicates that credit in semester hours was granted but no grade or grade points were recorded.

Policy 9.4.1: “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation” *Required by Southern Association of Colleges and Schools Commission on Colleges

➤ **Procedure for computations of final grade:**

Participation	330 points	~45%
Reading Quizzes	200 points	~25%
Research and Analysis Essay	150 points	~20%
<u>Final Exam</u>	<u>75 points</u>	<u>~10%</u>
Total Possible Score:	755 points	100%

***There will be opportunities for extra credit**

Requirements for Credit:

Participation

Weighting: 45% Possible Points: 330 (30 points a week)

Due to the scope of material to be covered in this course learners will receive their credit for participation via their use of the Discussion Board. Participation points are not guaranteed, in order to receive credit the learner must provide thoughtful responses supported by specific evidence from the week’s readings. Since facilitating the learning experience is partially dependent on peer interaction in class, the Discussion Board’s goal is to create an opportunity for this type of interaction. Therefore, in addition to an initial Discussion Board posting, the students will be expected to interact with their peers throughout the week to receive full credit for that week.

Evaluating discussion boards is difficult (and, like all written work, quite subjective), but here is how I do it:

- 25-30: Excellent post, well thought out, uses the text (quotes, specific events) to support the argument, active engagement in creating a meaningful discussion for the class, or perhaps suggesting something I have never thought of
- 19-24: Good post; has evidence of serious thought and engagement in the discussion with the class
- 15-19: Something posted, but no evidence of serious thought
- 0 - 14: Post not submitted, evidence of little effort
- Extra Credit: will be awarded based on effort and active discussion engagement

Your post does not have to be "correct." It does have to be thoughtful and present some evidence for the position that you are taking. Although sometimes I ask for an "opinion," your post must include substantiation for its content, so please make sure you include references to the text or other data in your post wherever possible.

Since these posts simulate discussion, they **MUST** be done on time. Your first post will be due by Thursday each week and your responses are due by Sunday. Again this is not to be demanding/mean; I just want to keep us working together. Late posts will automatically be **deducted 5 points** and posts after Sunday will automatically be **deducted 9 points**. The Discussion Board is designed for discussion, and posts after the due date will not allow for discussion to occur. That being said, if you were to miss a week you can always go back and salvage your grade by getting 70% of the points you missed.

Each week the initial Discussion Board Post will be due by **Thursday (11:59PM)** and the final interactions will need to be completed the following **Sunday (11:59PM)**.

Initial responses should be roughly 300 words or more, with specific references to the text.

Reading Quizzes

Weighting: 25% **Possible Points: 200 (20 points a week)**

With exception to the final week students will be quizzed over the required reading material for that week. These quizzes will vary in format and students will be expected to submit their own work.

Research and Analysis Essay

Weighting: 20% **Possible Points: 150**

The Research & Analysis Essay is an essay of 1800-2000 words on a topic relating specifically to *Frankenstein* or *The Scarlet Letter*. The objective is to use your own reasoning and literary analysis skills in conjunction with views from scholarly sources to present a well-argued and convincing thesis. Your topic should relate to some aspect of one of the novels (e.g. alienation, marriage, socioeconomic status, religion or faith, nature, sleep or dreams, mother and father figures or substitutes, etc.), or any other relevant subject relating to one of the authors or

novels studied in this class. In addition to using the novel as a primary source, locate and use at least two secondary scholarly sources (books, book chapters, essays, documentaries, or journal articles using the **WBU Library**). Your secondary sources can be used as critical, historical, supporting, or counterargument material; they should relate directly to your thesis or topic. A Works Cited page in MLA or APA citation format is required, and your essay will not be graded without it.

How I will grade:

This essay will be evaluated on a rubric according to the following criteria: (1) control and responsible development and organization of discussion; (2) presentation of ideas and wording from primary and secondary sources as evidence (your essay should demonstrate that you understand how to use summary, paraphrase, and quotation properly); (3) analysis of, and ability to draw conclusions from, this evidence; (4) clarity and polish of writing; (5) proper use of APA or MLA in-text citation style; (6) following directions.

You will be using the WBU Writing Center to have your essay proof read before you submit your final draft. You will submit your final work on Blackboard as well as paste the content of your paper in the Discussion Board for your fellow classmates to view and respond to. To receive full participations points for that week you will need give a thoughtful response to two of your classmates' posts.

Submission of The Research & Analysis Essay Thesis is due by **Sunday April 8th**

Submission of first draft to the WBU Writing Center is due by **Sunday May 6th**

The Research & Analysis Essay is due by **Thursday May 10th**

The initial Discussion Board post is due by **Thursday May 10th**

Your responses will be due by **Sunday May 13th**

Final Exam

Weighting: 10% Possible Points: 75

This will be a cumulative exam that will test the student over the major topics/content covered in this course.

Tentative Schedule:

SCHEDULE FOR ENGLISH 3303 (changes may be required)

Week of February 26 th :	Introduction of class content and procedures Why do we study literature? Effective Reading Techniques
Week of March 5 th :	19 th Century English Novel Reading Assignment for this week: Frankenstein (Shelley)
Week of March 12 th :	SPREANG BREAK NO ASSIGNMENTS THIS WEEK
Week of March 19 th :	19 th Century English Novel Reading Assignment for this week: Frankenstein (Shelley) - continued
Week of March 26 th :	19 th Century American Novel Reading Assignment for this week: The Scarlet Letter (Hawthorne)
Week of April 2 nd :	19 th Century American Novel Reading Assignment for this week: The Scarlet Letter (Hawthorne) - continued
Week of April 9 th :	20 th Century Czech Novella Reading Assignment for this week: The Metamorphosis (Kafka)
Week of April 16 th :	19 th Century American Short Stories Reading Assignment for this week: Selected Short Stories (Poe)
Week of April 23 rd :	19 th Century Scottish Novella Reading Assignment for this week: The Strange Case of Dr. Jekyll and Mr. Hyde (Stevenson)
Week of April 30 th :	19 th Century British Novella Reading Assignment for this week: The Time Machine (Wells)
Week of May 7 th :	Research and Analysis Essay

Week of May 14th :

Final Exam Week